



**THE MASTERY OF ENGLISH VOCABULARY
OF THE FOURTH GRADE STUDENTS OF SD 1 PRAMBATAN KIDUL
KUDUS IN THE ACADEMIC YEAR 2015/2016
TAUGHT BY USING CAPSULE VOCABULARY STRATEGY**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2016**



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SKRIPSI

**Presented to the University of Muria Kudus in Partial Fulfillment
Of the Requirement for Completing the Sarjana Program
In the Department of English Education**

**By
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2016**

MOTTO AND DEDICATION

MOTTO

- ✓ The road to success run uphill
- ✓ There is no limit of struggling
- ✓ Success is always accompanied with failure



DEDICATION

This skripsi is dedicated to:

- ✓ Her beloved Father and Mother
(Mr. Sujud & Mrs. Rupiatus)
- ✓ Her beloved little sister (Noor Aini)
- ✓ Her beloved Boyfriend (M.Sulkhan)
- ✓ All of her friends who always
support her, especially in Muria
Kudus University, nice and friendly.

ADVISORS' APPROVAL


This is to certify that this Skripsi SRI WAHYUNI(2011 32 211) has been approved by the *skripsi* advisors for further approval by Examining Committee.

Kudus, February 2016

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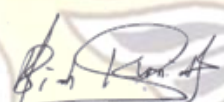

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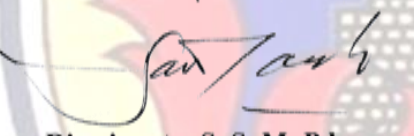
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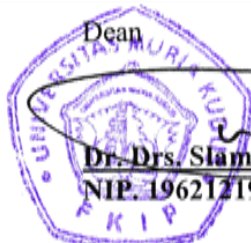
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The writer realizes, she would not be able to complete her skripsi without support, advice and guidance from many people. Therefore, she would like to express her sincerest gratitude to:

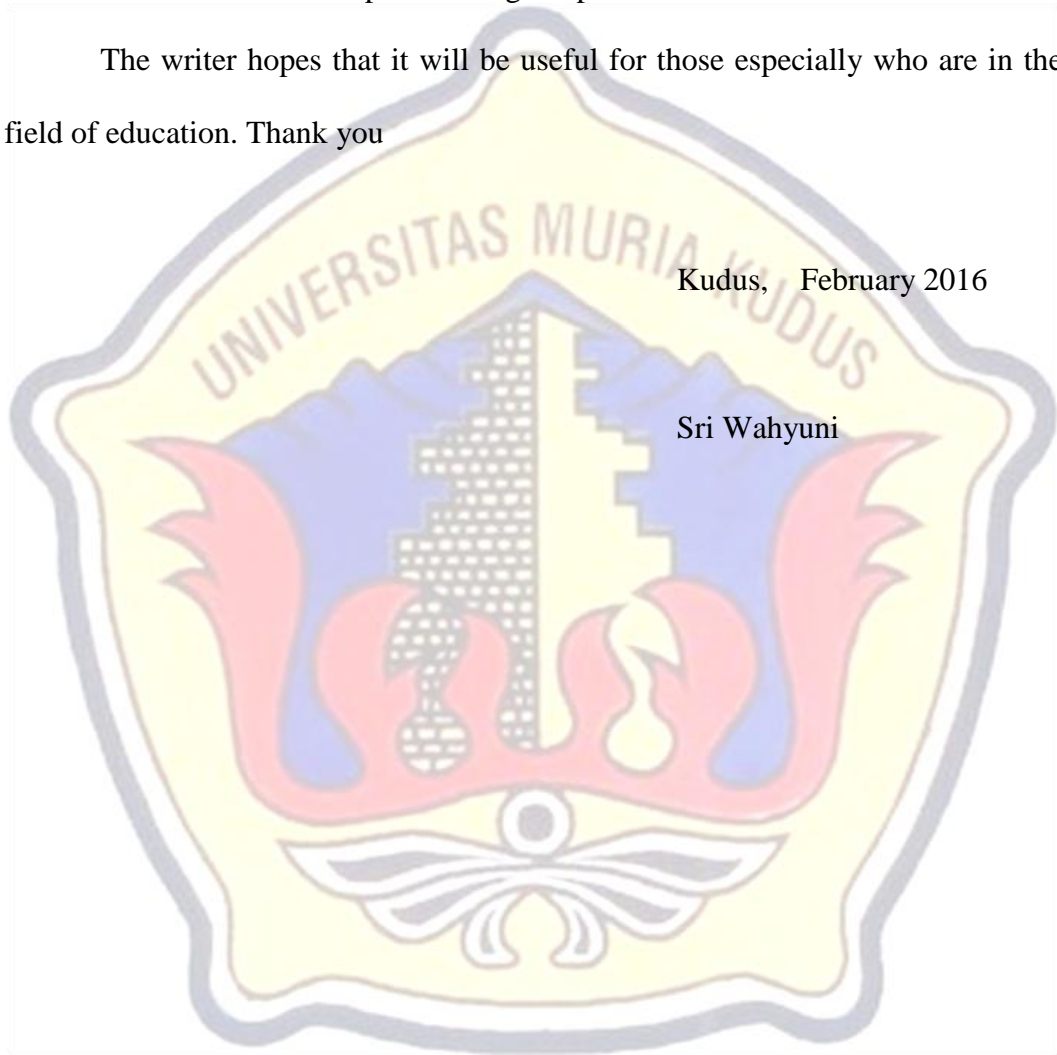
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The writer hopes that it will be useful for those especially who are in the field of education. Thank you

Kudus, February 2016

Sri Wahyuni



ABSTRACT

Wahyuni, Sri. 2016. *The Mastery Of English Vocabulary Of The Fourth Grade Students of SD 1 Prambatan Kidul Kudus in the Academic Year 2015/2016 Taught by Using Capsule Vocabulary Strategy*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor : (i) Sri Endang Kusmaryati, M.Pd, (ii) Nuraeningsih, S.Pd, M. Pd.

Keywords : English for young learners, vocabulary mastery, capsule vocabulary strategy.

English which is learned by Elementary school students belong to English for young learners since the learners are about 6-12 years old. There is a little difference way to teach English for young learners have different characteristic from adult. In SD 1 Prambatan Kidul Kudus still have some problems. The first, the students still have limited vocabulary because they get difficulties to memorize the meaning. The second, the students have difficulties in pronouncing the words. The third, the students feel shy to ask the teacher when they do not have maximal result in studying. There are some strategies to apply in developing the teaching English vocabulary, especially for the students of Elementary school. One of them that the writer wants to apply is by using Capsule Vocabulary Strategy in teaching English vocabulary.

The objective of this research is to find out whether or not there is a significant difference between the mastery of English vocabulary of the fourth grade students of SD 1 Prambatan Kidul Kudus in the academic year 2015/2016 before and after being taught by using Capsule Vocabulary Strategy.

The design of this research is quasi-experimental research design with one group design. The population of this research is the fourth graders of SD 1 Prambatan Kidul Kudus in the academic year 2015/2016 in even semester and the number of students is 39. The instrument of this research is test.

The result of the mastery of English vocabulary of the fourth grade students of SD 1 Prambatan Kidul Kudus in the academic year 2015/2016 before being taught by using Capsule Vocabulary Strategy has the minimum score is 50, the maximum score is 95, the mean score is 76.6 and the standard deviation is 16.52 from the mean score it can be categorized as good. While the result of the mastery of English vocabulary of the fourth grade students of SD 1 Prambatan Kidul Kudus in the academic year 2015/2016 after being taught by using Capsule Vocabulary Strategy has the minimum score is 65 the maximum score is 100, the mean score is 92.9 and the standard deviation is 8 so, it can be categorized as excellent. The result of experiment shows the calculation of t-test with degree of freedom(df)= 38 and the significance level 0.05, t-obtained is 6.652, it is higher than t-table (t-table=2.021). It makes the alternative hypothesis is confirmed. It means that there is significant difference between the mastery of English vocabulary of the fourth grade students of SD 1 Prambatan Kidul Kudus in the academic year 2015/2016 before and after being taught by using Capsule

Vocabulary Strategy. Based on the result of the research, it proves that Capsule Vocabulary Strategy is effective strategy to teach the mastery of English vocabulary.

From the description above, there are some suggestions. Firstly, the teacher should prepare material and media that will be taught teach. Secondly, the teacher must master of the materials. Thirdly, the teacher should know the students' skill in learning vocabulary. And the last is the teacher should give opportunities as much as possible to every students.



ABSTRAK

Wahyuni, Sri. 2016. *Penguasaan Kosakata Bahasa Inggris bagi Siswa Kelas IV SD 1 Prambatan Kidul Kudus Pada Tahun Ajaran 2015/2016 dengan Pengajaran Menggunakan Strategi Kapsul Kosakata*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Dra. Sri Endang Kusmaryati, M. Pd, (ii) Nuraeningsih, S. Pd, M. Pd

Kata kunci : Bahasa Inggris untuk anak-anak, penguasaan kosakata, strategi kapsul kosakata.

Bahasa Inggris yang dipelajari di sekolah dasar termasuk ke dalam pembelajaran English untuk pembelajar muda karena usia mereka 6-12 tahun. Ada sedikit perbedaan untuk mengajar Bahasa Inggris untuk pembelajar muda. Di SD 1 prambatan Kidul Kudus masih mempunyai beberapa masalah. Pertama, murid-murid masih mendapat sedikit kosakata karena mereka kesulitan untuk mengingat arti. Kedua, murid-murid masih kesulitan dalam membaca kata-kata. Ketiga, murid-murid merasa malu untuk bertanya kepada guru ketika mereka tidak mendapatkan hasil yang maksimal dalam pembelajaran. Ada beberapa penggunaan strategi dalam mengembangkan kosakata Bahasa Inggris, khususnya untuk murid-murid SD. Salah satunya penulis ingin menerapkan dengan penggunaan strategi kapsul kosakata dalam pembelajaran Bahasa Inggris.

Tujuan dari penelitian ini adalah untuk menemukan apakah ada perbedaan yang signifikan antar Penguasaan Kosakata Bahasa Inggris bagi Siswa Kelas IV SD 1 Prambatan Kidul Kudus Pada Tahun Ajaran 2015/2016 sebelum dan sesudah dengan Pengajaran Menggunakan Strategi Kapsul Kosakata.

Desain penelitian ini adalah quasi eksperimen dengan satu kelompok. Populasi dari penelitian ini adalah kelas IV SD 1 Prambatan Kidul Kudus pada tahun ajaran 2015/2016 pada semester genap dan jumlah siswa 39 orang. Instrumen yang digunakan dalam penelitian ini adalah tes.

Hasil dari penguasaan kosakata Bahasa Inggris siswa Kelas IV SD 1 Prambatan Kidul Kudus Pada Tahun Ajaran 2015/2016 sebelum menggunakan Strategy Kapsul Kosakata memiliki nilai minimum 50, nilai maksimum 95, nilai rata-rata 76,6, standar deviasi sebesar 16,52, dari nilai rata-rata dapat dikategorikan “baik”. Sedangkan hasil dari penguasaan kosakata Bahasa Inggris siswa Kelas IV SD 1 Prambatan Kidul Kudus Pada Tahun Ajaran 2015/2016 setelah menggunakan Strategy Kapsul Kosakata memiliki nilai minimum 65, nilai maksimum 100, nilai rata-rata 92,9 dan standar deviasi 8, jadi dapat dikategorikan “unggul”. Hasil penelitian menunjukkan hitungan t-tes dengan derajat kebebasan 38 dan tingkat signifikan sebesar 0,05, hasil t-tes diperoleh 6,652, lebih tinggi dari tabel t (tabel $t=2,021$). Hasil ini membuat hipotesis alternative diterima. Artinya ada perbedaan yang signifikan pada Penguasaan Kosakata Bahasa Inggris bagi Siswa Kelas IV SD 1 Prambatan Kidul Kudus Pada Tahun Ajaran 2015/2016 sebelum dan sesudah dengan Pengajaran Menggunakan Strategi Kapsul Kosakata. Berdasarkan hasil penelitian, membuktikan bahwa

Strategi Kapsul Kosakata merupakan strategi yang efektif untuk mengajar penguasaan kosakata Bahasa Inggris.

Dari penjelasan di atas, ada beberapa saran. Pertama, guru harus menyiapkan materi dan media yang akan digunakan untuk mengajar. Kedua, guru harus menguasai materi. Ketiga, guru harus mengetahui kemampuan murid dalam belajar kosakata. Dan yang terakhir adalah guru harus memberikan peluang yang sebanyak mungkin terhadap setiap murid.



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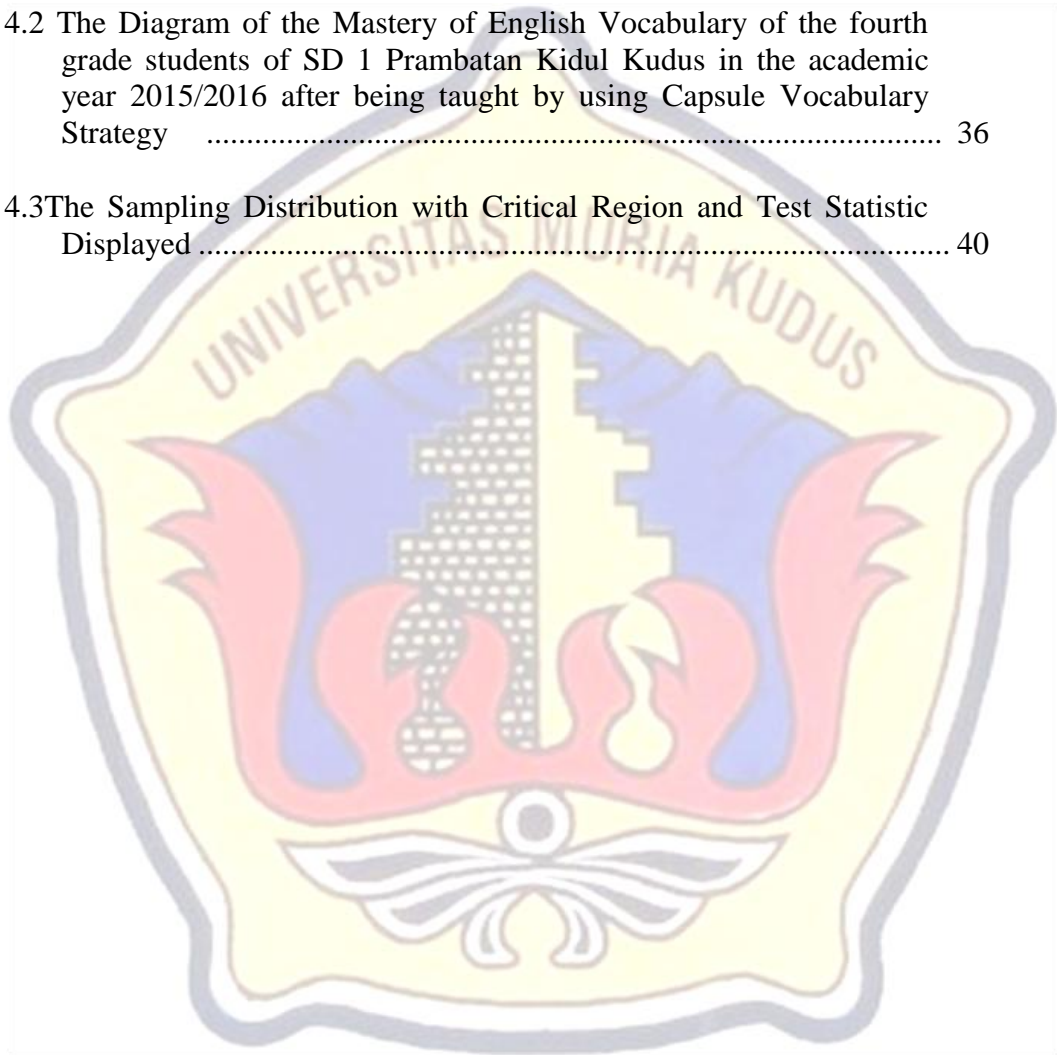


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